President : As hinted the other day by the Chair, a complete investigation was made in regard to the number of questions admitted by the President for this Session received from the members of the House. So far, questions received only from three honourable members of the House have been admitted by the President, and of these questions, it goes without saying, that the field was already held by Mr. John Kattakayam. So many as 171 questions of Mr. Kattakayam have been admitted and replies have been received from various departments in respect of one hundred and eight questions.

The two other honourable members from whom questions were received and admitted are Mr. M. N. Paramesvaran Pillai and Mr. V. S. Arumukham Pillai. Fifteen questions put by the former have been admitted ; but no reply has yet been received from the departments concerned, to these questions.

Orders have been issued that answers must be furnished before this Session terminates ; and it is hoped that answers to all these questions will be included in the agenda on or before Friday, the last day of this Session.

Mr. M. N. Paramesvaran Pillai : So far as my questions are concerned, I may point out that I have been repeating these questions from the very beginning of the Reformed Council.

President : Yes ; I have looked into all that.

Mr. V. S. Arumukham Pillai : I too have got to make a similar complaint, Sir.

President : In regard to Mr. Arumukham Pillai's questions, six of them have been admitted. Three have been cleared to-day. Three more remain to be answered.

So, that is the general position in regard to interpellations admitted and answered.

VOTING OF DEMANDS FOR GRANTS.—(*continued*)

DEMAND IV—EDUCATION.—(*continued*)

Mr. M. P. Madhavan Pillai (*Tiruvalla* cum *Pattanamtitta*): സർ, ഗവണ്മെൻറുപള്ളിക്കൂടങ്ങൾക്കു സമീപം മാനേജ്മെൻറു സ്കൂളുകൾ അനുവദിച്ചു കൊടുത്തിരിക്കുന്നതു നിമിത്തം പല ഗവണ്മെൻറു പള്ളിക്കൂടങ്ങളും നിറുത്തേണ്ടതായിട്ടു വന്നിട്ടുണ്ടു്. ജനങ്ങളുടെ വകയായിട്ടു പണം ചെലവുചെയ്തു സ്വന്തം ഭൂമിയിൽ കെട്ടിടം പണിയിച്ചു ഗവണ്മെൻറിലേക്കു വിട്ടുകൊടുത്തിട്ടുള്ള ഈ സ്കൂളുകളെ നിറുത്തിയശേഷം ആ കെട്ടിടവും സ്ഥലവും ലേലം ചെയ്തു പണം ഈടാക്കുകയാണു് ഗവണ്മെൻറു ഇപ്പോൾ ചെയ്തുവരുന്നതു്. ജനങ്ങൾക്കു് ഇങ്ങിനെയുള്ള നഷ്ടം

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[Mr. M. P. Madhavan Pillai.]

വരാതിരിക്കുന്നതിന് ഗവണ്മെൻറു പള്ളിക്കൂടങ്ങൾക്കൂട്ടത്തു് സ്ഥാപിച്ചിരിക്കുന്ന ഗ്രാൻഡ് പള്ളിക്കൂടങ്ങളെ നിറുത്തൽ ചെയ്യണമെന്നാണ് എന്റെ അഭിപ്രായം.

ഇന്നത്തെ ഗ്രാൻറുസ്കൂളുകൾ നടത്തുന്ന മാനേജുമെൻറിനെപ്പറ്റി എനിക്കു സ്വല്പം പ്രസ്താവിക്കാനുണ്ട്. ഗ്രാൻറു സ്കൂളുകളിൽ അദ്ധ്യാപകന്മാരെ നിയമിക്കുന്നതിലും പിരിച്ചുവിടുന്നതിലും യാതൊരു നീതിയുമില്ലാതെയാണ് മാനേജരന്മാർ ഇപ്പോൾ പ്രവർത്തിച്ചുകൊണ്ടിരിക്കുന്നതും, സാധാരണ പ്രവർത്തിക്കാറുള്ളതും. സ്കൂൾകെട്ടിടം കെട്ടിക്കുന്നതിനുള്ള പണം ഈ അദ്ധ്യാപകന്മാരിൽ നിന്നും വാങ്ങിച്ചുകൊണ്ടാണ് അവരെ ആ സ്കൂളിൽ അദ്ധ്യാപകന്മാരായി നിയമിക്കാറുള്ളതു്. ഇങ്ങിനെ ഏഴും എട്ടും പത്തും കൊല്ലം ജോലി ചെയ്തിട്ട് സ്ഥിരപ്പെടാതെയിരിക്കെ മാനേജരുടെ സ്വന്തമാളുകളിലാരെങ്കിലും അദ്ധ്യാപകജോലിക്കു യോഗ്യന്മാരായി വരുമ്പോൾ അവരെ നിയമിച്ചിട്ട് ജോലി നോക്കിക്കൊണ്ടിരിക്കുന്നവരെ പിരിച്ചയയ്ക്കുന്നു. ഇങ്ങിനെയുള്ള നിയമനത്തെപ്പറ്റി ഡിപ്പാർട്ടുമെൻറു കുറെക്കൂടി ശ്രദ്ധപതിപ്പിക്കേണ്ടിയിരിക്കുന്നു. ഗ്രാൻറുസ്കൂളുകളിൽ ജോലി നോക്കിക്കൊണ്ടിരിക്കുന്ന അദ്ധ്യാപകന്മാരെ ഡിപ്പാർട്ടുമെൻറിന്റെ അറിവുക്രടാതെ പിരിച്ചുവിടാൻ പാടില്ലാ എന്നു് ഒരു വ്യവസ്ഥ ചെയ്യുന്നതായാൽ അതു് വളരെ നന്നായിരിക്കുമെന്നാണ് എന്റെ അഭിപ്രായം. അതുപോലെതന്നെ മാനേജുമെൻറു സ്കൂളുകളിലേക്ക് ഗ്രാൻറിനത്തിൽ അനുവദിച്ചിട്ടുള്ള തുകതന്നെയും അവിടത്തെ അദ്ധ്യാപകന്മാർക്കു ശരിയായി കിട്ടുന്നുണ്ടോ എന്നുള്ളതും വളരെ സംശയമാണു്. അവരുടെ ശമ്പളം യഥാകാലങ്ങളിൽ അവർക്കു കിട്ടുന്നില്ലെന്നും കൊടുക്കുന്നില്ലെന്നുമുള്ള പരാതികൾ ധാരാളമായി ഉണ്ടാകാറുണ്ടു്. അതിലേക്കു് ശരിയായ വിധത്തിലുള്ള ഒരു നിബന്ധനചെയ്യേണ്ടതു് വളരെ അത്യാവശ്യമാണു്. സാധുക്കളായ ഈ അദ്ധ്യാപകന്മാരുടെ ഗ്രാൻറിൽ അരുതുപാ കഴിഞ്ഞ വർഷത്തിൽ കുറവു ചെയ്തിരുന്നു. ഇക്കൊല്ലത്തിൽ അതു തിരിയെ കിട്ടുമെന്നായിരുന്നു അവർ പ്രതീക്ഷിച്ചിരുന്നതു്. അതിലേക്കുള്ള തുക അടുത്തയാണ്ടത്തെ ബഡ്ജറിൽ ചേർത്തുകാണാത്തതു് വളരെ സങ്കടകരമായിരിക്കുന്നു.

സർ, ഇപ്പോഴത്തെ സ്റ്റാൻഡാർഡൈസേഷൻ സ്കീം നിമിത്തം അധികം സങ്കടമനുഭവിക്കുന്നതായി കാണുന്നതു് വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിൽ നിയമിതരായിട്ടുള്ള ഏതാനും അദ്ധ്യാപകന്മാരാണെന്നുള്ളതിനു് യാതൊരു സംശയവുമില്ല. എട്ടും പത്തും കൊല്ലം അതുക്കി

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ങ്ങ് സർവീസിലിരുന്നവരെ സ്ഥിരപ്പെടുത്താതെ ഈ സ്കീമനുസരിച്ച് അതായത് ൫൦—൬൦ രൂപവരെ ശമ്പളക്രമത്തിലിരുന്നവരെ ൪൦ രൂപയിലേക്ക് തരം താഴ്ത്തുകയാണ് ചെയ്തിട്ടുള്ളത്. ഇങ്ങിനെയുള്ളവരെ ൪൦ രൂപയിൽതന്നെ സ്ഥിരപ്പെടുത്താതെയാണിരിക്കുന്നത്. മറ്റു ഡിപ്പാർട്ടുമെൻറുകളിൽ ഒരേ സമയത്തു പ്രവേശിച്ചിട്ടുള്ളവരും അവരെപ്പോലെ തുച്ഛമായ പരീക്ഷായോഗ്യതയുള്ളവരുമായ ആളുകൾക്കു ക്രമേണ ഉയർന്ന സ്ഥാനങ്ങളും ശമ്പളക്രമവും ലഭിക്കുന്നതിനു സംഗതിയാകുന്നു. എഡ്യൂക്കേഷൻ ഡിപ്പാർട്ടുമെൻറിൽ പ്രവേശിച്ചവർക്കുമാത്രം മുൻപറഞ്ഞ വിധത്തിലുള്ള തടസ്സം വരുത്തുന്നതു വളരെ സങ്കടകരമാണ്. അതിനാൽ അങ്ങിനെ സങ്കടമനുഭവിക്കുന്ന അദ്ധ്യാപകന്മാർക്കു ഗവൺമെൻറിൽനിന്നും വേണ്ട സൗകര്യങ്ങൾ ചെയ്തുകൊടുക്കേണ്ടതു വളരെ അത്യാവശ്യമാണ്.

അഡൈ്വസറി ബോർഡു നിർത്തണമെന്നുള്ളതിനെപ്പറ്റിയാണ് ഇനി എനിക്കു പ്രസ്താവിക്കുവാനുള്ളത്. ഈ ബോർഡുകൊണ്ടു നാം തൊരു പ്രയോജനവുമില്ല. ഡയറക്ടർ ബോർഡിൽ കൊണ്ടുചെല്ലുന്ന ചില കാര്യങ്ങളെപ്പറ്റി ആലോചിക്കയും തീർച്ച ചെയ്യുകയുമാണ് ഇപ്പോൾ അവിടെ നടന്നുവരുന്നതു്. അതുകൊണ്ടു ഡിപ്പാർട്ടുമെൻറിനു നാതൊരു പ്രയോജനവും ലഭിക്കുന്നില്ല. അതിനാൽ അഡൈ്വസറി ബോർഡു നിർത്തണമെന്നാണ് എന്റെ അഭിപ്രായം.

ഈ രാജ്യത്തു് അനേകലക്ഷം രൂപ ചെലവു ചെയ്തു രണ്ടുമൂന്നു കാളേജുകൾ നടത്തിവരുന്നുണ്ട്. മഹാരാജാവു തിരുമനസ്സിലെ പ്രജകൾക്കു വേണ്ടതരത്തിലുള്ള വിദ്യാഭ്യാസസൗകര്യമുണ്ടാക്കിക്കൊടുക്കുന്നതിനാണ് ഇത്രയും വലിയതുകകൾ ചെലവുചെയ്തു കാളേജുകൾ നിർമ്മിച്ചിട്ടുള്ളതു്. വെളിയിലുള്ള കാളേജുകളിൽ പ്രവേശനം സിദ്ധിക്കുന്ന വിദ്യാർത്ഥികൾക്കു് ഇവിടത്തെ കാളേജുകളിൽ പ്രവേശനം സിദ്ധിക്കാതിരിക്കത്തക്കവിധത്തിൽ ചില നിബന്ധനകൾ ഇവിടെ ഉണ്ടാക്കിവച്ചിരിക്കുന്നു. അതു് വെളിയിലുള്ള കാളേജുകളെ സഹായിക്കുന്നതിൻവേണ്ടിയല്ല എന്നു തോന്നുന്നുണ്ടു്. കാളേജുകളിൽ വിദ്യാർത്ഥികൾക്കു പ്രവേശനം സിദ്ധിക്കാത്തതുകൊണ്ടു് ജനങ്ങൾക്കും ഡിപ്പാർട്ടുമെൻറിനും വളരെ നഷ്ടം നേരിടുന്നുണ്ടു് ആ ഏർപ്പാടിനെ നിറുത്തൽ ചെയ്തു മറ്റു യൂണിവേഴ്സിറ്റിക്കാർ സ്വീകരിച്ചിരിക്കുന്ന നയംതന്നെ ഇവിടെയും നടപ്പിൽ വരുത്തേണ്ടതു് വളരെ അത്യാവശ്യമായിരിക്കുന്നു. ഇവിടത്തെ വിദ്യാർത്ഥികൾക്കു വിദ്യാഭ്യാസസൗകര്യം ക്രമേണ ലഭിക്കത്തക്കവിധത്തിൽ വേണ്ട വ്യവസ്ഥചെയ്യണമെന്നു ഗവൺമെൻറിനെ ഉൽബോധിപ്പിച്ചുകൊള്ളുന്നു.

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Mr. Kochikal. P. Balakrishnan Tampi: I also oppose the motion, Sir. In doing so, I beg to bring to the notice of Government one or two matters. The first is regarding the policy enunciated by the Financial Secretary that hereafter the education budget is going to be inelastic, that owing to the swelling of this demand, Government are going to put it down at a certain level for all time to come.

Sir, I protest against that kind of policy. The present expenditure is the natural corollary of the educational policy adopted and followed by the Government. Any such policy, as the one enunciated by the Financial Secretary, will be as unwise as the action of the father of a growing family limiting the rations for the family for all time to come, counting the number of children that he has on a particular day. After going in for a very ambitious policy of educational expansion, it would certainly be very unwise for the Government to stop any further development, arbitrarily. True, that the expenditure on education is a huge strain on the resources of the Government. But, instead of cutting down expenditure, the policy of the Government ought to be to find out other sources by which this department could be adequately financed.

The second matter to which I wish to draw the attention of the Government is the very deplorable condition of the elementary school buildings in the State. Last year also I pointedly drew the attention of the Government to this question. Sir, the condition of the elementary school buildings is scandalous. There is no adequate furniture. The floor is not even tiled. The walls are all in a very deplorable condition of disrepair. When the Government are very ambitious in improving the aesthetic taste of the children, when they are incurring huge expenditure on Picture Galleries and Town Improvement, when they are arranging for Dr. Cousins' lectures, it is their duty to think about the condition of our school children and how they can improve their aesthetic taste when they are taught or rather, not taught-in miserable buildings as our elementary school buildings. I understand there are about 500 departmental elementary schools in the State which are housed in miserable buildings. For all these schools put together the budget has a provision of a grand sum of Rs. 14,000! Last year the provision for this item was over Rs. 40,000. This year the Government have thought it fit to cut it down to Rs. 14,000. Sir, the people are not going to be grateful to the Government for this. Of course, this is not a matter which may be noticed by people outside Travancore; the continental press is not going to look into the question of furniture in our elementary schools where the children's backs are broken. My object is to appeal again to Government to provide, somehow or other, adequate funds for the construction of suitable buildings and also for the necessary furniture.

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One other matter about which I wish to talk is incidental to my friend Mr. Madhavan Pillai's reference to the Educational Advisory Board. As a member of that Board I must, in fairness, speak a few words in defence of it. Sir, this is a matter in which we forged ahead even of British India. The Government of India only followed our example when they constituted their Educational Advisory Board. Certainly, the work done by this Board is not showy. It is unostentatious, but very useful. If there is any complaint regarding the personnel, that matter has to be brought to the notice of the Government. Sir, on the Board, there are representatives of various managements, representatives of the teachers, and there are also various others who have had experience of the Education Department. The Advisory Board affords opportunity to all these people to meet and discuss matters of educational import. The non-official members are at liberty to bring any question before the Board. On the whole I must say, Sir, that this Board has been doing very useful work. The constitution is very flexible, elastic even as that of the British Constitution. There is an unwritten code which has been working without any hitch and Mr. M. P. Madhavan Pillai was very uncharitable in his reference to the Advisory Board. As far as the grievances of the teachers of the private schools are concerned, I am at one with Mr. Madhavan Pillai in thinking that something ought to be done to redress them and the Education Board had been seriously considering that question.

This leads directly to another question. I am afraid that the Director of Public Instruction is not fighting the cause of the Education Department as strongly as he should have. Otherwise, I am sure, he would have got more funds from the Government for school buildings and furniture. Perhaps an acting Director will not have the nerve to press the claims of the department strongly.

Mr. M. N. Paramesvaran Pillai: I also oppose this demand. We are now spending more than 47 lakhs of rupees on education alone. That being so, I do not find any principle or justification in refusing admission into the Government colleges to candidates who have failed more than twice in the E. S. L. C. or the Intermediate Class. Whatever the ultimate aim of the University may be, the chief object in the minds of the students while obtaining a degree is only as a stepping stone to a career. All over the world this is the object of most of the students, as a University diploma is more important in the eyes of the employees than the knowledge that the University imparts. A great writer, I think it is Dr. Nitobe, has once humorously put it, "An ass with a degree gets better hay than a stud without one." Sir, Government should, therefore, give admission to all the students so far as

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accommodation would permit. Refusal of admission on any other ground is unjustifiable. It is contended that this kind of restriction is intended with a view to raise the standard. I do not believe that merely because a student has failed in a class his standard of efficiency and learning is low. For the matter of that what we generally find is that students who were clever in passing examinations have proved to be thorough failures in their future life, while others who had only a chequered career in the schools and colleges have continued successful in every walk of life. If the object is to raise the standard, I cannot understand how this principle can be relaxed in the case of backward communities or women. Are the Government seriously of opinion that in the case of such people the standard need not be kept up? It is no doubt a penal restriction that is sought to be imposed on the children belonging to some advanced communities. Why should they be thus penalised for the sins, if any, of their forefathers? No civilised Government will resort to such a barbarous step which will cause the children belonging to the advanced communities to lapse into illiteracy. The aim of education should be to develop the mind and intellect of the children and to broaden their outlook so that humanity at large may be benefited and Government may secure the best brains for public service. And when there is the Public Service Commissioner to test the efficieney, proficiency and all the rest of it, where is the difficulty, I ask, for Government to select the best talents for public service? Further, what is the use of enforcing such a restriction in Government colleges alone, when, as a matter of fact, the numerous aided colleges do not strictly adhere to any such principle in regard to admission?

This year also there has been much scandal in the matter of prescribing text-books If we go through the list of books prescribed for this school year we will find that there is considerable force in the allegation that the books have been prescribed not on any sound principles but on mere considerations of nepotism and favouritism. On this basis the lion's share has gone to the proprietors or editors of newspapers in the order of their importance, power and influence in the newspaper world. The second rank has been given to some of the members of the Legislative Bodies, their friends and relations.

Mr. Kochikal P. Balakrishnan Tampi: Sir, the member should be asked to withdraw the allegations about the members of the Legislature.

Mr. M. N. Paramesvaran Pillai: It is a fact. I know it and I shall substantiate it.

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Mr. Kochikal P. Balakrishnan Tampi : I challenge it.

Mr. M. N. Paramesvaran Pillai : But, as regards our literary men, I am sure even the members of the Text Book Committee will have to confess with an amount of shame their utter inability and helplessness in assigning any place to them. They will confess they were ordained to do all this.

Sir, provision was made in the current year's budget for introducing new schemes such as the State Library system and we naturally expected that the Director of Public Instruction would give us some idea about their success before we are asked to consider such proposals as the opening of the Summer School of Music at Trivandrum or the formation of the Junior Red Cross groups in the schools of the State. Man proposes and God disposes. If that is the view that the Director of Public Instruction holds in these matters, I think it is time enough for us to cry a halt to his educational schemes. If he cannot really carry out his schemes, nurtured after due care and consideration, to their legitimate conclusion why should we spend the poor tax-payers' money? They are not surely going to derive any benefit from such ill-conceived schemes.

Sir, the practice of providing scholarships has to be discontinued. In these days when we have got private individuals ready to spend their own money for foreign studies, why should Government give money and show other concessions. If a place in public service is guaranteed, I am sure there will be ever so many men and women in this land ready to go and get themselves qualified from any part of the globe.

Sir, the condition of Graduate teachers in the Education Department, who were employed so early as in 1101 and not confirmed till now, is deplorable. Sir, they started service on a pay of Rs. 50-5-120, but in spite of their long service they are to get only Rs. 40-5/2-70 under the Standardisation scheme. Although in paragraph IX of the Standardisation G. O. dated 16-4-1935, there is a provision that officers who have been acting in permanent vacancies for not less than one year on 31-10-1110 could claim the old scale of pay, since in the Education Department the authorities have not taken care to post these acting teachers in permanent vacancies in the order of their seniority, most of these acting 2nd grade teachers are to be denied the benefit of the above provision. Is it not very hard for a man who was acting for 8 or 9 years on Rs. 50 in the scale of Rs. 50-5-120 to be suddenly reduced to Rs. 40 for no fault of his? If really the authorities of the Education Department had put these teachers in permanent vacancies in the order of seniority, like their comrades in the other departments, they too would have got the benefit of the

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provisions of the G. O. I hope the Director and the Government will carefully look into this matter and do whatever is just and equitable.

One point more I wish to bring to the notice of this House. The Travancore map that has been printed and published by the Survey Department is full of inaccuracies, errors and omissions. My friend Mr. Piraviperumal Pillai was saying yesterday that it is indeed dangerous to put this map in the hands of the young students. I do not propose to take much of the time of this House by cataloguing all the inaccuracies and errors here.

President : Thank You.

Mr. M. N. Parameswaran Pillai : I shall content myself with a few details which will certainly convince this House that this map does not serve its real purpose. The first thing that strikes the eye is the discrepancy that is to be found in the main figure and the inset figures. The outlines of the taluks of Muvattupuzha and Todupuzha vary in these figures. The Arabian Sea, the western boundary of the country, is shown as ocean (സമുദ്രം). This is sure to create a wrong impression in the minds of young students. As it is, the distinction between ocean and sea will be lost. In the taluk of Shenkotta no mountains are shown and the Ariyankavu Pass is not even noted in this map. The long chain of mountains on the east has not been given its name "സഹ്യപർവ്വതം". Although Geography gives seven important Passes on the eastern side only one of them, *viz.*, the Aramboly Pass, is marked in the map. The prominent places along which such important rivers like the Pampa and the Manimala flow are not shown. The Pazhayar, the most important river which is used for irrigation in South Travancore, is also not shown. Manakudy Kayal is wrongly written as Thamaracolam Kayal. In the Geography written by Mr. C. R. Krishna Pillai which is accepted as a text-book, we do not find a Thamaracolam Kayal.

Mr. E. P. Varghese : Which is right, the map or the Geography ?

Mr. M. N. Parameswaran Pillai : If my friend wants to verify whether Geography or this map is correct, he may very well go to the spot and do so. To my knowledge there is no Thamaracolam kayal, but I know for certain there is Manakudy kayal.

So also important places that lie on the road or are connected by roads are not shown. For example, Kottayam-Kumili road is shown but the place Kumili that gives the name to this road is not marked in the map. So also, several other important places are

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omitted. Several historical places, industrial centres and important markets mentioned in the several text-books on Geography are not shown in this map. Important temples like Kaduturuti, Kodungalloor and Kaladi are left out. Light houses are shown in places were they do not exist. Even the lamp posts in the Vembanad lake are shown as light houses.

Mr. E. P. Varghese: May I know whether the member has gone to the place and verified it?

Mr. M. N. Paramesvaran Pillai: Yes. I have gone. At Pallom there is no light house and my friend who hails from Shertallai may know it for certain. So also Pathiramanal, an important *thuruthu* in the Vembanad lake, is left out.

President: The honourable member is mentioning all these to convince the House that the map is full of errors?

Mr. M. N. Paramesvaran Pillai: Yes, Sir.

Mr. C. V. Chandrasekharan: May I inform the honourable member that Thamaracolam lake occurs in the touring map of Travancore also?

Mr. M. N. Paramesvaran Pillai: Nowhere in the Geographical map, you will find such a lake. I do not know anything about the touring map. If Thamaracolam lake occurs in the touring map that has also to be condemned for its inaccuracies.

Mr. Kochikal P. Balakrishnan Tampi: May I know whether the member is advocating the revision of the map?

Mr. M. N. Paramesvaran Pillai: I propose a total revision of this map or the substitution of a correct one in its place. (*President's bell*).

Mr. G. Narayana Aiyar: Sir, unemployment amongst the educated is on the increase and it is not possible to solve that question. As such, it is very doubtful whether a costly and a purely literary collegiate education should be had on a very large scale. In this connection, I would bring to the notice of the Government the inadvisability of maintaining the Women's College as it is. The total number of students in the B. A. Class, as per the administration report of the department, appears to be only 24 in 1110. I understand on enquiry that the present number is only six. We find that co-education is being freely adopted by women also. The total number of women that attend the Science and Arts Colleges together comes to 97, whereas the number of women students attending the College for Women comes to only 24, even which this year has gone down miserably low. The students attending the Intermediate Class also have gone down in number. Thus it is very clear that the attendance in the Women's College is

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going down year by year. The cost for maintaining that institution is more than Rs. 81,000. When such is the case, I ask whether it is advisable to continue that institution?

In this connection, as I submitted before, I wish to say that a purely literary education is not doing any sort of good. Travancoreans are not freely admitted into either the Agricultural Colleges or Forest Colleges elsewhere. Even for admission to the Medical College or the Engineering College in British India, we have to pay as it were a premium. Travancore being an agricultural country, is it not advisable to start an Agricultural College as well as a Forest College here of a more refined type so that the students that go out of the institution will be of use to the country and may not add to the number of unemployed?

Mr. Kochikal P. Balakrishnan Tampi: Will it not add to the unemployed?

Mr. G. Narayana Aiyar: Certainly not, because most of the people will turn to be agriculturists and take to improved methods of cultivation.

President: You mean they will go back to the land?

Mr. G. Narayana Aiyar. Yes, Sir.

I also had occasion to see the map referred to by my learned friend Mr. Piravipermal Pillai and it is regrettable to find that it is allowed to be used in the schools. It is regrettable that the Government have not found out the mistakes as yet, and the children are still taught with a map so full of mistakes.

I wish to refer to one other fact. I would submit that sanskrit may be prescribed as one of the compulsory subjects in the lower classes up to the VI form. The suggestion may not be quite acceptable at first sight. But when we see that we have enough of authoritative text-books in Sanskrit dealing with science, hygiene, medicine, astrology, astronomy, etc., I cannot understand why such a language should not be given some sort of preference. It is also one way of getting over unemployment. If students are given compulsory training in the lower classes in sanskrit they can get sufficient insight into particular lines such as astrology, astronomy, medicine, etc., which will enable them to follow a profession in future. It may not be possible to introduce Sanskrit compulsorily in the college classes since that would require the sanction of the University. But it is within the discretion of this Government to introduce it in the lower classes. I request that Government will introduce Sanskrit as a compulsory subject in the lower classes. Foreign Governments like Germany, Italy, Great Britain, etc., pay particular attention to the study of Sanskrit.

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Mr. V. S. Arumukham Pillai: Sir, a striking feature of the Education budget is the steady increase of expenditure on education. In 1109 the expenditure was Rs. 47 lakhs ; in 1110, it was 48 lakhs ; in 1111 it was 48·2 lakhs; and in 1112 it is going to be 48·4 lakhs. Sir, our State has attained a high position in the matter of education and it is now one of the most enlightened of the Indian States. But we have attained the position only after spending huge sums of money. I draw the attention of the Government to the fact that we should stop spending so much money on this item. We find that after all it is not worth the money spent on it. For, the result is that, the country has become impoverished and unemployment has increased.

Mr. Kochikal P. Balakrishnan Tampi: Is the honourable member advocating the closing of schools and colleges ?

Mr. V. S. Arumukham Pillai: I would draw the attention of the member to the fact that we should not spend too much on education. In the report of the Statham Committee, we find that there is a recommendation that a steady policy of handing over Government schools to private agencies should be followed. My object in drawing attention to this fact is that the money spent by Government on education has not been of any use. It has only increased poverty and unemployment in the country.

Another point I wish to emphasise is Tamil education. The present Director is highly qualified in Tamil and is very much interested in Tamil education. But we are not receiving as much encouragement as we expected. In the Tovala and Agastisvaram taluks most of the schools are Tamil schools. There is a circular to the effect that only those who have passed the Tamil probationary test examination should be retained as teachers and others sent out. But this circular, I understand, has not been strictly adhered to. There are teachers who are not at all qualified in Tamil; teachers who do not know even the Tamil alphabets are retained there. For instance I shall refer to the Aramboly and Bhootapandy Tamil schools. A Headmaster was appointed at Aramboly six months ago. He does not know to read and write or speak in Tamil. Similarly there is a Headmaster at Bhootapandy who does not know tamil. I would request the Director to see that only persons qualified in Tamil are retained in the Tamil schools in the Tamil taluks.

Another point to which I wish to draw the attention of the Director is the selection of Tamil text-books. I do not know why the learned Director resorts to foreign companies for Tamil books when local publications are available. For example, the *manomanium* by Professor Sundaram Pillai is the best Tamil work now available

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There are several poetic compilations such as the one by Desinayakam Pillai, retired Tamil Pandit in the Women's College. While best Tamil works are available locally it is unfortunate that the Director is going to foreign authors and foreign companies.

As regards fee concession, I have to point out that the system obtaining now is that the Tahsildar and the Headmaster concerned decide whether a student deserves fee concession or not. In our taluks we get only foreigners as Tahsildars and Headmasters who do not know the people and their customs. They depend on the Proverthikars to decide whether a student deserves fee concession or not. Therefore I would request the Director to revert to the old system of having a non-official member of the Assembly or the Council as a member of the Committee for deciding on the question of fee concession.

As regards technical and vocational education, I have to submit a word. It was recommended by Mr. Statham that some industrial schools be established. We find in the budget that certain Industrial schools are proposed to be started. But my honest conviction is that the establishment of these schools is not going to relieve unemployment at all. Unemployment is not due to want of workmen. We have a lot of carpenters, blacksmiths, goldsmiths, etc. They are all out of employment because of the depression. It is therefore inadvisable to start these schools and train young men without giving them scope for employment. The fate of the existing schools will show that the introduction of vocational education at present is most ill-advised. In the Unemployment Committee's Report at pages 15 and 16, the following remarks are made about the S. M. T. School, Trivandrum :

> "Though there is little or no unemployment now among those trained in this school, the Headmaster feared that in about 5 years more the supply might become excessive. The S. M. T. School has had a chequered career. The school, began by training men for whom there was no demand. Students had to be attracted for its classes by scholarships, stipends and reduction of fees. In spite of these attractions, the number of admissions in the Mechanical Overseers Class came down from 21 in 1921 to 5 in 1924 and in the Fitters Class from 21 in 1921 to 10 in 1924. The fall was mainly due to the failure of the trained students to get employment. .....The Carpentry and Smithery Schools at Quilon was specially intended to attract pupils from the Kammala community. But there were very few applicants.....It is believed that many of those who learn ivory carving and silver work in the School of Arts follow these trades as the employees of the Ivory and Silverware shops at Trivandrum. There are however numerous instances of pupils joining the handicraft classes as stipendiaries merely for the sake of the stipend for becoming drawing masters in schools."

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Sir, this is the fate of the existing institutions. In the light of these observations I have no hope that the proposed schools will be of any use in relieving unemployment. Therefore I would request Government not to waste money on these institutions.

(At this stage the President left the Chair and Mr. M. Govindan, one of the Panel of Chairmen, took the Chair.)

Mr. C. M. Joseph (*Changanacherry cum Peermade*) : സർ, വിദ്യാഭ്യാസത്തെപ്പറ്റി എന്റെ സ്നേഹിതന്മാർ പുറപ്പെടുവിച്ച അഭിപ്രായങ്ങളോടൊന്നും ഞാൻ യോജിക്കുന്നില്ലെന്ന ആദ്യമെ പറയേണ്ടിയിരിക്കുന്നു. ഇതിനുമമ്പു ഞാൻ പലപ്പോഴും പ്രസ്താവിച്ചിട്ടുള്ളതുപോലെ എന്റെ അഭിപ്രായം തീരെ വിഭിന്നമാണു. എന്റെ അഭിപ്രായം ഇന്നത്തെ കാലസ്ഥിതിക്കും ജനങ്ങളുടെ മനസ്ഥിക്കും എത്രമാത്രം പ്രബലപ്പെട്ടമെന്നു എനിക്കുതന്നെ സംശയമാണുള്ളതു്. ഏതു രാജ്യത്തിന്റേയും പരിഷ്കാരസ്ഥിതി കാണിക്കുന്നതു ആ രാജ്യത്തു ജനങ്ങളുടെ വിദ്യാഭ്യാസപരമായി ചിലവുചെയ്യുന്നതുകയെ ആശ്രയിച്ചിരിക്കും എന്നു പറയത്തക്കവണ്ണമുള്ള ഒരു സ്ഥിതിയാണു് ഇന്നു തിരുവിതാംകൂറിലും കാണുന്നതു്. തിരുവിതാംകൂർ ഇന്നു വിദ്യാഭ്യാസത്തിൽ മുന്നണിയിൽ നിൽക്കുന്നു എന്നു് മറു രാജാക്കാർ പ്രശംസിക്കാറുണ്ടു്. ഇങ്ങനെ വിദ്യാഭ്യാസത്തിൽ മുന്നണിയിൽനിൽക്കുന്നു എന്നുള്ള ഒരു പ്രശസ്തി ഉണ്ടാകാനുള്ളകാരണംതന്നെ അതിലേക്കായി വമ്പിച്ച ഒരു തുക ചിലവുചെയ്യുവരുന്നു എന്നുള്ളതാണു്. എന്നാൽ തൊഴിലില്ലായ്മയിലും ദാരിദ്ര്യത്തിലും കൂടി നമ്മുടെ സംസ്ഥാനം മുന്നണിയിലാണു്. ഇന്നു നാം ചിലവുചെയ്യുന്ന പണത്തിനനുസരണമായ വിദ്യാഭ്യാസഫലം നമുക്കു ലഭിക്കുന്നില്ലെന്ന ഗവണ്മെൻറിനേയും ഈ സഭയേയും ഉൽബോധിപ്പിക്കേണ്ടിയിരിക്കുന്നു. "വിദ്യ" എന്നു പറയുന്നതിന്റെ വാസ്തവമായ അർത്ഥം എന്റെ സാഹിത്യകുശലന്മാരായ സ്നേഹിതന്മാർ വ്യാഖ്യാനിച്ചുകൊള്ളട്ടെ. വിദ്യ എന്നുള്ളതിനു ഞാൻ വിവക്ഷിക്കുന്നതു മനസംസ്കാരം, ബുദ്ധിസംസ്കാരം, സ്വഭാവഗ്രഹണം, വിശാലഹൃദയത്വം, സമസൃഷ്ടിസ്നേഹം ഈ ദൃശമായ ഗുണങ്ങളും വരുത്തുക എന്നുള്ളതാണു്. ഇന്നത്തെ വിദ്യാഭ്യാസരീതികൊണ്ടു നാം ആശിക്കുന്നതുപോലെയുള്ള ഫലമല്ല ലഭിക്കുന്നതെന്നു വ്യസനസമേതം പ്രസ്താവിക്കേണ്ടിയിരിക്കുന്നു. ഈ സംഗതി നമ്മുടെ കാളേജിൽനിന്നും പുറത്തിറങ്ങിവരുന്ന യുവാക്കളുടെ സ്ഥിതി തെളിയിക്കുന്നതാണു്. ഇന്നത്തെ ബിരുദധാരികളും നിയമപാലകന്മാരുടെ ദൃഷ്ടിയിൽ കുറകരമല്ലാത്ത രീതിയിൽ നിയമം ലംഘിക്കാറുണ്ടു്. സമസൃഷ്ടങ്ങളോടുള്ള കടമയെ ലംഘിക്കുന്നതിനുപോലും ഇവർ മടികാ

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[Mr. C. M. Joseph.]

ണിക്കുന്നില്ല. വിദ്യാഭ്യാസം സിദ്ധിച്ചിട്ടില്ലാത്തവരുടെ നിയമലംഘനത്തെക്കാൾ ഗൌരവതരമാണ് അഭ്യസ്തവിദ്യരുടെ നിയമലംഘനം. ഈ വിദ്യാഭ്യാസത്തിനായിട്ടാണൊ നാം ഇത്ര വമ്പിച്ചതുക ചിലവുചെയ്യുന്നതെന്നു ഞാൻ ചോദിച്ചുകൊള്ളട്ടെ ?

ഇന്നത്തെ വിദ്യാഭ്യാസരീതി ഈസ്റ്റിൻഡ്യാകമ്പനിക്കാർ ഇൻഡ്യാഭരണം നടത്തിക്കൊണ്ടിരുന്നകാലത്തു് അവരുടെ ഗവണ്മെൻറിൽ ഉദ്യോഗം വഹിക്കുന്നതിൽ യോഗ്യതയുള്ളവരെ ഉണ്ടാക്കാൻവേണ്ടി രൂപീകരിച്ച ഒന്നാണു്. അതാണു നമ്മുടെ ഗവണ്മെൻറിൻെറയും ഉദ്ദേശമെങ്കിൽ ഇത്രവളരെ കാളേജുകളുടെയും ധനവ്യയത്തിൻേറയും ആവശ്യമൊന്നുമില്ല. ബിരുദധാരികൾ ഇപ്പോൾതന്നെ വർദ്ധിച്ചിരിക്കുന്നു. ഇനിയും വർദ്ധിപ്പിക്കാനുള്ള ഒരു നയമാണു് ഗവണ്മെൻറു സ്വീകരിച്ചു കാണുന്നതു്. ഈ രീതിയിലുള്ള വിദ്യാഭ്യാസത്തിൻെറ ഫലമായുണ്ടായ ജനസമുദായത്തിനു ഗുണമെന്താണു്? സമുദായത്തിനും നാട്ടിനും സമാധാനമില്ലായ്മയാണു്. സാമ്പത്തികാധഃപതനമുണ്ടെന്നു ഗവണ്മെൻറുംസമ്മതിക്കുന്നുണ്ടെങ്കിലും വിദ്യാഭ്യാസത്തിനുള്ള ചിലവു കുറയ്ക്കുന്നില്ല. സാമ്പത്തികാധഃപതനത്തിനു ഒരു പരിഹാരം നേടണമെങ്കിൽ ഇന്നത്തെ വിദ്യാഭ്യാസച്ചിലവു മുഴുവനും കുറയ്ക്കുകയാണു വേണ്ടതു്. എൻെറ സ്നേഹിതൻ മി. അയ്യരുമുഖംപിള്ള പ്രസംഗിച്ചുകൊണ്ടിരുന്നപ്പോൾ മി. ബാലകൃഷ്ണൻതമ്പി ഇന്നത്തെകാളേജുകളും സ്കൂളുകളും നിറുത്തണമെന്നാണോ ആവശ്യപ്പെടുന്നതെന്നൊരു ചോദ്യം ചോദിക്കയുണ്ടായി. ആ ചോദ്യം എന്നോടായിരുന്നു ചോദിച്ചതെന്നു വരികിൽ, അതുതന്നെയാണു് ഞാൻ ആവശ്യപ്പെടുന്നതെന്നു തീർത്തും ധൈര്യമായും സമാധാനം പറയുമായിരുന്നു.

പ്രൈമറിസ്കൂൾകെട്ടിടങ്ങൾ വളരെ മോശമാണെന്നും അവയ്ക്കു വേണ്ട ഉപകരണങ്ങളില്ലെന്നും ഇവിടെ പറയുകയുണ്ടായി. എൻെറ അഭിപ്രായം വിദ്യാഭ്യാസത്തിനായി യാതൊരു കെട്ടിടവും ഉണ്ടാക്കരുതെന്നാണു്; കഴിയുമെങ്കിൽ വിദ്യാർത്ഥികളെ പ്രകൃതിയോടു കൂടുതൽ സമീപിപ്പിച്ചു് അവരുടെ വിദ്യാഭ്യാസരീതി തുടർന്നുകൊണ്ടുപോകത്തക്കവണ്ണം ആക്കണം എന്നാണു്.

Mr. M. N. Narayana Menon (*Kottayam*): മഴയത്തു എന്തുചെയ്യും?

Mr. C. M. Joseph: ചെറുപ്പകാലം മുതലേ മഴനനഞ്ഞും മറ്റും പ്രകൃതിയുമായി പരിചയപ്പെടണമെന്നാണു്.

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Mr. M. N. Narayana Menon: അതു കുട്ടികളെ സംബന്ധിച്ചാണ് പ്രായം ചെന്ന അദ്ധ്യാപകന്മാർ മൃക്കപ്പെടുത്തു മഴുന്നതെങ്ങിനെയാണ്?

Mr. C. M. Joseph: ഇന്നത്തെ വിദ്യാലയങ്ങളിൽനിന്നും പുറത്തുവന്നവരായതുകൊണ്ടാണ് ചെറുപ്പക്കാരായ അദ്ധ്യാപകന്മാരും വയസ്സന്മാരെപ്പോലെ കാണുന്നത്.

ഇന്നത്തെ വിദ്യാഭ്യാസരീതികൊണ്ടാണ് പ്രൈമറിസ്കൂൾ മുതൽ കോളേജുവരെ വിദ്യാർത്ഥികളുടെ മെഡിക്കൽപരിശോധന ആവശ്യമായിതീർന്നത്. ഞങ്ങളൊക്കെ പഠിച്ചുകൊണ്ടിരുന്നകാലത്തു മെഡിക്കൽപരിശോധനയും ഡാക്ടർമാരുമൊന്നുമില്ലായിരുന്നു. ഇന്നു നമ്മുടെ ബിരുദധാരികളായ അനേകം പേരുടെ ദേഹംനോക്കിയാൽ എത്ര പരിതാപകരമാണ്. ഡാക്ടർമാർ എത്രതന്നെ പരിശോധന നടത്തിയാലും, അവരുടെ ശരീരസ്ഥിതി നന്നാകുമെന്നു എനിക്കു വിശ്വാസമില്ല. അതുകൊണ്ടു കുട്ടികളെ പ്രകൃതിയോടടുക്കുന്നതിൽ പരിചയപ്പെടുത്തിത്തന്നെ വിദ്യാഭ്യാസം ചെയ്യിക്കണം.

സ്ത്രീവിദ്യാഭ്യാസം വളരെ പ്രബലപ്പെട്ടവരുന്നു. ഇതുകൊണ്ടുയാതൊരു പ്രയോജനവുമില്ല. കോളേജിൽ പഠിക്കുന്ന പെൺകുട്ടികളിൽ ഒന്നിൻറെയെങ്കിലും മുഖത്തുനോക്കിയാൽ രക്തമുണ്ടോ എന്നു വളരെ സംശയമാണ്.

Mr. A. N. Visvanatha Pillai: മെംബർ അതൊക്കെ നോക്കാറുണ്ടോ?

Mr. C. M. Joseph: വളരെ ശ്രദ്ധിക്കാറുണ്ട്. അതും വളരെ ഏകയവേദനയോടുകൂടിയാണ് നോക്കാറുള്ളതു്. ഈ രീതിയിലുള്ള വിദ്യാഭ്യാസം തുടർന്നുകൊണ്ടുപോകുന്നപക്ഷം അടുത്ത തലമുറയിലെത്തുമ്പോൾ എന്തായിരിക്കുമെന്നു അറിയാൻ കഴിയുന്ന സ്നേഹിതന്മാരുണ്ടെങ്കിൽ അവർ ഈ വിദ്യാഭ്യാസരീതി നിറുത്തി യഥാർത്ഥ ആവശ്യത്തിനുതകുന്ന വിദ്യാഭ്യാസം നൽകാൻ ശ്രമിക്കേണ്ടതാണ്. അതിലേക്കു ഇത്രവളരെ പണം ചിലവുചെയ്യേണ്ട ആവശ്യമില്ല.

Mr. J. John Kattakayam: വിദ്യാഭ്യാസത്തിനായി ഇത്രവളരെ പണം ചിലവുചെയ്യുന്ന മറേറതെങ്കിലും രാജ്യം ഇൻഡ്യയിലുണ്ടോ?

Mr. C. M. Joseph: ഇല്ലെന്നാണ് എൻറെ അഭിപ്രായം.

Mr. E. P. Varghese: ഈ രാജ്യത്തുള്ളതുപോലെ വിദ്യാഭ്യാസം സിദ്ധിച്ചവർ മറേറതെങ്കിലും രാജ്യത്തുണ്ടോ?

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Mr. C. M. Joseph: ഇല്ല. വിദ്യാഭ്യാസപ്രശ്നത്തെപ്പറ്റി ചിന്തിക്കാൻ ശക്തിയുള്ള ആളുകളും ഗവണ്മെൻറും പ്രധാനമായിട്ട് ഇതിനെപ്പറ്റി ചിന്തിക്കേണ്ടകാലം അതിക്രമിച്ചിരിക്കുന്നു. ഇന്നത്തെ രീതിയിൽ വിദ്യാഭ്യാസ ചിലവു നടത്തിയാൽ അതെവിടെ ചെന്നവസാനിക്കുവാനാണ്. നമ്മുടെ മുതലെടുപ്പിൻെറ ഒരു വലിയ ശതമാനം വിദ്യാഭ്യാസത്തിനു ചിലവാക്കാൻ വരുന്നതുകൊണ്ടു അന്യ രാജ്യക്കാരുടെ പ്രശംസയല്ലാ മാത്രമല്ലാതെ ഇവിടത്തെ ജനങ്ങളുടെ മനസംസ്കാരത്തിനു തക്കവണ്ണമുള്ള വിദ്യാഭ്യാസം അതുകൊണ്ടു ലഭിക്കുന്നില്ല. ഉദ്യോഗത്തിനു പ്രാപ്തന്മാരെ ഉണ്ടാക്കാൻ വേണ്ടിയാണ് ഗവണ്മെൻറു ഈ രീതിയിലുള്ള വിദ്യാഭ്യാസം തുടർന്നുകൊണ്ടു പോകുന്നതെങ്കിൽ അതിലേക്കു തിരുവനന്തപുരത്തു ഒരു കാളേജുമാത്രം വച്ചുകൊണ്ടിരുന്നാൽ പോരെ? ഇന്നത്തെ ജീവിതത്തിൻേറയും സാമ്പത്തിക കുഴപ്പത്തിൻെറയും വഗ്ദീയവൈരത്തിൻെറയും പ്രധാനകാരണം ഇന്നു നാം കാണുന്നവിധമുള്ള വിദ്യാഭ്യാസമാണ്. ഒന്നുകിൽ വിദ്യാഭ്യാസച്ചിലവു കുറച്ചുകൊടുക്കണം. അല്ലെങ്കിൽ വിദ്യാഭ്യാസച്ചിലവു ഉൽപ്പാദനമായ വിധത്തിൽ അതിനെ ഉയർത്തണം. തറവാട്ടുമുടിച്ചു വിദ്യാഭ്യാസം നടത്തി തൊഴിലില്ലാതെ അലഞ്ഞുനടക്കുന്നതിനു ഒരിക്കലും സംഗതിയാക്കരുതു്.

അദ്ധ്യാപകന്മാരെപ്പറ്റിയും രണ്ടുവാക്കു പറയേണ്ടതായിട്ടുണ്ട്. ൻ-ാം ക്ലാസ് പാസായി ഒരാളിനെ ആ സ്കൂളിൽതന്നെ ഒരു അദ്ധ്യാപകനായിട്ടു ആക്കുന്നു. അയാൾക്കു കഷ്ടിച്ചു് പതിനേഴോ പതിനെട്ടോ വയസ്സേ കാണുകയൊള്ളൂ.

(*President's bell.*)

Mr. K. N. Kesavan Namputiripad (*Jenmis*): Sir, I wish to speak a few words in support of the demand. A perusal of the administration report of the Education Department will show that the Government are accepting the valuable suggestions of the reforms recommended and are putting one by one into effect. It is very gratifying to note that the department is going to start vocational schools. But the department should not remain satisfied with the opening of a few schools. I stress that, in all important towns, such vocational schools should be started.

The attempt of the Government to give encouragement to Sanskrit and vernaculars by opening Honours Courses in the colleges also is commendable.

Government have provided mid-day meals to poor students in certain schools. They deserve our congratulation on that score. We know that a large number of poor students are actually starving and this provision will help them a good deal.

Mr. M. N. Paramesvaran Pillai: May I know, in which school are Government giving a mid-day meal?

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Mr. K. N. Kesavan Namputiripad: A provision has been made in the budget to that effect.

The recent move of Government in regard to the establishment of rural libraries, also deserves congratulation. In this connection, I also join with the members who have stated that the grant alloted to private reading rooms is not quite sufficient. There are yet a large number of libraries that deserve such grants. It is seen from the report that an invidious distinction has been made in regard to the award of grants to libraries. For example there are many libraries having their own buildings and containing large number of books. But such libraries get only a grant of Rs. 20 or so. I wish greater encouragement should be given by way of bigger grants to such libraries.

A word about the recent order issued by the dapartment in connection with the conversion of educational institutions to religious institutions. I am sorry some members have misconstrued that order. We know that under the guise of educational institutions, some managers are imparting religious instruction in those institutions. Modern tendency in the advanced States of the West is that all churches, mosques, and temples should be converted into temples of learning. Here we see these educational institutions are converted into religious institutions. Therefore the necessity for a circular is quite justifiable. I hope that under the supervision of the present Director who has earned the respect of all people in Travancore—

Mr. E. P. Varghese: May I know what is the objection in conducting prayers in schools?

Mr. K. N. Kesavan Namputiripad: I don't think prayer is prohibited. Conversion of educational institutions into religious institutions, it is that that is prohibited.

Mr. E. P. Varghese: The member was asserting sometime back that in certain institutions there was regular religious instruction and that there was a regular conversion of educational institutions and all that. Can the member say in which schools was it?

Mr. K. N. Kesavan Namputiripad: I am saying so because the Director would have issued such a circular only after making necessary enquiries on the subject.

Under the supervision of the present Director who has earned the respect of all people in Travancore on account of his ability and integrity I hope, that the education in Travancore will still attain greater progress.

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Mr. C. V. Chandrasekharan : Sir, within the short time at my disposal I regret it will not be possible for me to answer all the points raised on the floor of the House though I wish very much to do so. I shall therefore confine myself to one or two important points which have been dealt with by more than one honourable member. In the first place, several honourable members have spoken about the cut of 14 chuckrams in the amount of grant to private school teachers and urged that it should be restored. This matter was raised in the other House also. In the course of a very elaborate reply I pointed out that this cut was effected not for the sake of retrenchment merely but with a view to provide funds for giving grants to a very large number of teachers who had since 1106 been going without any grant at all. There were about 500 to 600 primary school teachers who were not getting any grant at all from the department from 1106, because, on account of financial stringency the Government had said that no additional funds could be allotted for the purpose of grants. So, a suggestion was made, after a very careful discussion in the Education Advisory Board that the grant be reduced from Rs. 8, chuckrams fourteen, to Rs. 8, the saving effected thereby being used for paying Rs. 8 to all the 500 to 600 teachers who had till then been receiving no grant at all. This recommendation was sanctioned by Government. As a result of this small cut of 14 chuckarams it is possible for us to pay Rs. 8, each to 500 or 600 teachers during 1111. Now, if you restore the 14 chuckrams cut it will mean a very large additional expenditure. I said, Sir, that Government would sympathetically reexamine the financial position. The Government are as sympathetic towards private school teachers, as this House or the other. It is entirely a question of funds. They will look into the matter and see whether it will be possible to restore the cut.

The next point which was dealt with was with regard to the school fees. More than one member spoke about this. Here, again Government suffered a heavy loss through the reduction of the fees during 1110 and 1111. In English schools the reduction meant also the granting of compensation, to the private school managers, to the amount of about Rs. 68,000. It is not possible to sustain this heavy loss from year to year. So, what Government have done now is to restore the old rates of the fees in the English schools ; but, at the same time, they have not increased the rates in the Vernacular schools. The House will agree that the poorer classes send their children mainly to Vernacular schools. So, so far as we are concerned, this reduction alone causes a loss of Rs. 50,000 for the Government. In the circumstances, it does not seem feasible to reduce the rates of fees in English schools.

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The next point is that of college admission about which some members have spoken. I would like to point out that much can be said on both sides. Government looked into the whole matter very carefully ; weighed the pros and cons and came to the deliberate conclusion that certain provisions should be made to restrict admission in Government colleges. You can go on arguing backwards and forwards on this question. Well, Sir, all over India, in report after report, in Province after Province, and in the Educational Advisory Board of the Government of India, it has been stated that one of the main objectives of educational policy in the future should be deliberately to discourage people who are unfit, from proceeding to higher education. Here, when the Statham Committee's report was discussed, member after member got up and supported the proposition that only those pupils who are really fit should be allowed to proceed to higher education. Can you, Sir, say with reason, that boys who have failed more than twice in the School Final or Intermediate Classes are fit for higher education. The restrictions are not seriously affecting the admissions. As a matter of fact, among the people themselves now, there is a reaction against University Education. The House will be surprised that for instance, in the Junior B. A. class in the Arts College, among the applicants numbering 100 who were given admission this year only 58 actually turned up. Similar instances may be cited in the Alwaye and Changanachery Colleges also. Everywhere there has been a fall in the admission to the Junior B. A. Class. This shows that the people are.....

Mr. M. N. Narayana Menon : Is it on account of economic depression that boys are not coming to colleges?

Mr. C. V. Chandrasekharan : It must be so, Sir. Why should boys given admission fail to turn up ?

Then, Sir, coming to the question of backward communities, Mr. M. N. Paramesvaran Pillai made an unkind remark. This year, for instance, only one exemption was given ; in the case of admission to the Junior B. A. of a boy who failed more than three times and that was a boy belonging to a backward community. A very large number of applications...

Mr. M. N. Paramesvaran Pillai : Does it not suggest that leniency should be shown to backward communities ?

Mr. C. V. Chandrasekharan : No. But exemptions are given in some cases. A number of boys who have been given exemption in the Intermediate Class belong to forward communities.

The next question is with regard to the Text-Book Committee. Mr. M. N. Paramesvaran Pillai argued that the present system is a system of nepotism and favouritism. I would invite

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[Mr. C. V. Chandrasekharan]

him to look into the list that has been published with an unprejudiced eye. He will find that the selection of text-books is based on certain definite rational principles. The bigger and more important publishers who have invested much money in Malayalam publications have been shown special favour. They by their publications from year to year are enriching Malayalam literature. Then, there are second class publishers who get two to three books each. There are others who get one each. Apart from these a few distinguished authors have been favoured. If they happen to be honourable members of the Legislature, they are not to be penalised on that ground. If Mr. Oollur Parameswara Aiyar and Mr. P. K. Narayana Pillai are members, I am not to be blamed. The selection has been done on very sound lines. I am glad that my friend Mr. Balakrishnan Tampi has pointed out the usefulness of the Advisory Board.

Mr. M. N. Parameswaran Pillai: Why the proceedings of the Advisory Board are not published along with the proceedings of the Legislative Council?

Mr. C. V. Chandrasekharan: The matter was never raised. If the House is keen they could be published. You cannot say that the Board is not working satisfactorily because the proceedings have not been published.

Well, Sir, the Advisory Board appointed a Sub-Committee and held several meetings to consider the conditions of service, security of tenure, etc. of private school teachers and their conclusions the Government accepted. Just at this moment the Board is considering the whole question of the concessions. I consider that the Advisory Board is doing very useful work and I can say that we have really set a good example to the British Provinces where such Boards do not exist.

Mr. M. P. Madhavan Pillai: ഡയറക്ടർ അവർകൾക്കൊണ്ടുചെല്ലുന്ന സംഗതികളെപ്പറ്റിയല്ലാതെ മറ്റു വല്ല കാര്യങ്ങളിലും ആ കമ്മിറ്റി തീരുമാനം നടത്തുന്ന പതിവുണ്ടോ?

Mr. C. V. Chandrasekharan: Yes, any member can raise any question and get it included in the Agenda.

Then, coming to the question of giving grants to libraries—

Mr. Kochikal P. Balakrishnan Tampi: What about furniture in schools?

Mr. C. V. Chandrasekharan: I am coming to that.

The House will be glad to hear that I have given grant to 15 libraries, in addition, this year. Coming next to what in Churchil's phrase are terminological inexactitudes, Mr. Piraviperumal Pillai

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has a genius for exaggeration. He spoke of the Travancore map. It is a map prepared by the Survey Department. I should be grateful if Mr. Piraviperumal Pillai could give us one instance of serious error or inaccuracy.

Mr. M. N. Paramesvaran Pillai : May I know from the Director whether he has not received memorial from any private individual containing the inaccuracies in the map?

Mr. C. V. Chandrasekharan : No, Sir. I shall be very thankful to the honourable member if he can give me a list.

Mr. S. Piraviperumal Pillai : May I know what the geographical text-book says ; whether there is a difference between the Arabian Sea and the Arabic Ocean ?

Mr. C. V. Chandrasekharan : This is a case of logomachy.

Mr. S. Piraviperumal Pillai : What does Mr. C R Krishna Pillai's geography say?

Mr. C. V. Chandrasekharan : It is stated in Mr. Attukal Neelakanta Pillai's ..

Mr. M. N. Paramesvaran Pillai : May I know, Sir, whether this Nilakanta Pillai is a poet or literary man?

Mr. C. V. Chandrasekharan : Anyhow, I know some Tamil and 'kadal' is a Tamil word and 'Samudram' is a Sanskrit one.

Chairman : The time allotted for the demand has expired. I put Demand IV—Education for Rs. 48,31,112 to the vote of the House.

The motion was carried.

The grant was made.

DEMAND V—LAND REVENUE.

Mr. K. George : Sir, I rise to move for a grant of Rs. 9,40,944 under Demand V—Land Revenue.

Mr. J. John Kattakayam : സർ, ഈ ഡിപ്പാർട്ടുമെൻറിൽ കാണുന്നതായ പലവിധത്തിലുള്ള അഴിമതികളേയും അനീതികളേയും കണ്ടുപിടിച്ചു പരിഹരിച്ചു ഈ ഡിപ്പാർട്ടുമെൻറിനെ ശരിയായി നയിക്കുന്നതിനു ഒരു കമ്മിറ്റിയെ നിയമിക്കണമെന്നാണ് എനിക്കാദ്യമായി പറയുവാനുള്ളതു്. ഭൂനികുതിയെ സംബന്ധിച്ചു പല ആനുകൂല്യങ്ങളും ചെയ്തുകൊടുത്തിട്ടുണ്ടെങ്കിലും ഈ പ്രാവശ്യം ഇതിൽ കമ്മീഷണർ അനുകൂലിയല്ല എന്നാണു കാണുന്നതു്.

Chairman : You have just two minutes before you.

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